



Common Core Instructional Shift Three



What does it look like?

ELA

One of the most difficult shifts for students and teachers is the shift, Staircase of Complexity. We want students to be successful with text, so we sometimes swap out that more difficult read for one the students can read. We have all kinds of rationales for our decisions to make text easier for students to approach. The

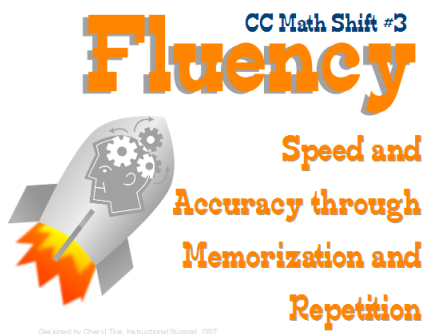
bottom line is that without students frequently reading challenging text, they will never be ready for “grown up” type of reading.

Research behind the CCSS discovered that the Lexile (measure of text complexity) levels of literature read in grades 2-12 classrooms were significantly lower than global competition. According to research by David Liben, “texts students read in grades K-12 became easier after 1962.” We have to strip away the obstacles to reading complex text and tackle the text head on. In order for students to be ready for the complexity of college and career ready texts, each grade level requires a “step” of growth on the “staircase”. This requires that teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level. The curriculum modules really demonstrate this “Staircase of Complexity.” The curriculum builds throughout a module and throughout the year toward student independence with grade level text.

MATH

Not only do students need time to look at a concept more deeply, but also, they must have time to practice facts with speed and accuracy so they are more automatic in their problem solving. When students become more automatic with these facts they do not get bogged down by it when they are tackling more difficult word problems. Students

benefit from repeated practice to develop fluency with multiple strategies.



The modules created by Common Core Inc, include daily fluency activities that vary to help students to develop their fluency. One of the great features of the modules are the sprints. Sprints are fluency activities that are intentionally designed around a major topic or current topic of study that help students to improve their speed and accuracy. There are two sides to a sprint, and improvement is generally seen from point A to point B. (To see a sprint in action and learn more, follow Implementation Resources Link, More About Sprints). Daily fluency activities with variety, will help build students

automaticity and empower them to tackle tougher problems and give them confidence on any assessment.

Implementation Resources

ELA

[EngageNY Shift 3 Common Core Video ELA](#)

[Education Experts Talk Text Complexity Video Series](#)

[Guidance for Text Selection](#)

[Appendix A: CCSS Research Supporting Text Complexity](#)

[Appendix B: CCSS Text Exemplars](#)

MATH

[Video Jason Zimba on Fluency](#)

[Required Math Fluencies](#)

[Online Math Toolkit for Fluency](#)

[Kindergarten Fluency Example](#)

[Grade 5 Fluency Example](#)

[Video Fluency Math Routines](#)

[Video How Math Facts Influence Learning](#)

[Sample Sprint Demonstration](#)

[More About Sprints](#)



Try This!

| ELA | Math |
|---|---|
| <ul style="list-style-type: none"> Have students read shorter versions of complex text and build from there. If students are reading below grade level, don't replace the text, but chunk the text in more digestible bites. Keep building until students can read the whole text on their own. Use the Lexile Analyzer to determine the level of complexity of text before using it to make sure it is appropriate for your grade level. Bookmark this in your favorite websites so you are sure to refer back to it often. As much as possible, offer the text in paper form or on an iPad with annotating capabilities to allow students to mark up the text with their thoughts. | <ul style="list-style-type: none"> Use any spare moment to do a round of fluency. Always have flash cards, popsicle sticks, sprints etc. readily available to implement fluency daily. It is a great activity to do when there is time to spare in a lesson. Create a bulletin board in the classroom or a designated space for tracking student progress in math fluency. Determine a speed and accuracy for mastery, once students master it, their name is posted on the board. For example, each topic could be a tower of a building, once the student is fluent in a topic, they get to put their person in the building etc. |

I Don't Teach ELA or Math? How can I support these shifts?

| ELA | Math | | | | | | | | | | | | | | | | | | | | | |
|---|---------------------|------------------------|------------------------|-----|-----|-----|-----|-----------|-----------|-----|-----------|------------|-----|------------|------------|------|------------|-------------|--------|-------------|-------------|---|
| <ul style="list-style-type: none"> When selecting text in your content area, pay close attention to the complexity of it. When choosing a text, check the Lexile for the grade band you are working with. Lexile bands are pictured below. <table border="1" data-bbox="196 1077 808 1404"> <thead> <tr> <th>Grade Band</th> <th>Current Lexile Band</th> <th>"Stretch" Lexile Band*</th> </tr> </thead> <tbody> <tr> <td>K-1</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>2-3</td> <td>450L-725L</td> <td>420L-820L</td> </tr> <tr> <td>4-5</td> <td>645L-845L</td> <td>740L-1010L</td> </tr> <tr> <td>6-8</td> <td>860L-1010L</td> <td>925L-1185L</td> </tr> <tr> <td>9-10</td> <td>960L-1115L</td> <td>1050L-1335L</td> </tr> <tr> <td>11-CCR</td> <td>1070L-1220L</td> <td>1185L-1385L</td> </tr> </tbody> </table> | Grade Band | Current Lexile Band | "Stretch" Lexile Band* | K-1 | N/A | N/A | 2-3 | 450L-725L | 420L-820L | 4-5 | 645L-845L | 740L-1010L | 6-8 | 860L-1010L | 925L-1185L | 9-10 | 960L-1115L | 1050L-1335L | 11-CCR | 1070L-1220L | 1185L-1385L | <ul style="list-style-type: none"> Keep a positive attitude about math, if you have something negative to say, "I hate math" or "I was never good at math either" it develops a negative attitude in a student's mind. Just staying positive about math and offering any opportunity to students to practice math facts when there is time and space in your classroom to do it, it will help support the student's endeavors in mathematics. Math Facts Pro Online Fluency Games (This website offers free fact fluency by student ability, grade level, and topic.) |
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How Are You Doing At Developing Your Problem-Solving and Perseverance Skills? Take A STEM Challenge And See!

The Common Core Mathematics Learning Standards ask us to challenge our students to make sense of problems and persevere in solving them. One way our region has infused the Common Core Math Standards into our coursework is through our STEM courses. Across the region, we see an energized, focused attention on the importance of science, technology, engineering, and math (STEM) as a key to life-long learning and success. We see students thriving in rich STEM coursework and growing their 21st century skills, moving our students further along the pipeline that results in college and career readiness.



Our regional STEM team is hosting a monthly STEM challenge, giving students a chance to showcase their skills. Visit the regional STEM webpage and give this month's challenge a try: <http://www.gstbooces.org/stem/>.

And for our older students...Moody's Mega Math Challenge is a free team-based math competition for juniors and seniors. Winning teams win scholarship money. In the contest, students have to solve open-ended, realistic math problems. <http://m3challenge.siam.org/>

Contact Us: RTTT Network Team, Linda Perry, 607.739.3581, ext. 3307